

LONG CANE ELEMENTARY

815 East Greenwood Street
Abbeville, SC 29620

GRADES K-5 Elementary School

ENROLLMENT 471 Students

PRINCIPAL Barry B. Jacks 864-459-5924

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. C. Allen Kolb 864-366-9681

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	45	53	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

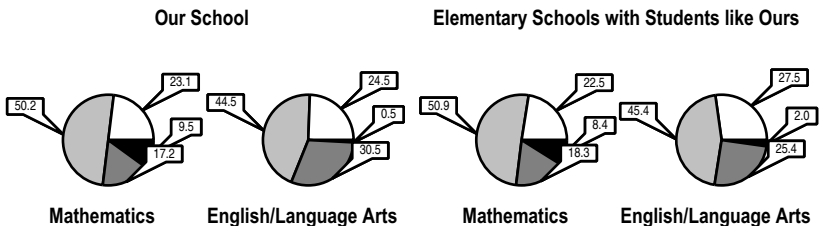
FOR MORE INFORMATION, VISIT WEBSITES AT:




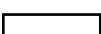
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	2	60	43
Percent satisfied with learning environment	I/S	96.6%	97.7%
Percent satisfied with social and physical environment	I/S	91.5%	88.1%
Percent satisfied with home-school relations	I/S	90.0%	97.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	227	100.0	24.5	44.5	30.5	0.5	30.9	17.6
Gender								
Male	120	100.0	29.6	44.3	25.2	0.9	26.1	17.6
Female	107	100.0	19.0	44.8	36.2	N/A	36.2	17.6
Racial/Ethnic Group								
White	87	100.0	2.4	38.6	57.8	1.2	59.0	17.6
African-American	133	100.0	38.5	48.5	13.1	N/A	13.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	211	100.0	22.2	45.4	31.9	0.5	32.4	17.6
Disabled	16	100.0	61.5	30.8	7.7	N/A	7.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	227	100.0	24.5	44.5	30.5	0.5	30.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	227	100.0	24.5	44.5	30.5	0.5	30.9	17.6
Socio-Economic Status								
Subsidized meals	153	100.0	36.1	46.9	17.0	N/A	17.0	17.6
Full-pay meals	74	100.0	1.4	39.7	57.5	1.4	58.9	17.6

Mathematics								
All students	227	100.0	23.1	50.2	17.2	9.5	26.7	15.5
Gender								
Male	120	100.0	21.6	53.4	15.5	9.5	25.0	15.5
Female	107	100.0	24.8	46.7	19.0	9.5	28.6	15.5
Racial/Ethnic Group								
White	87	100.0	8.3	41.7	27.4	22.6	50.0	15.5
African-American	133	100.0	33.1	55.4	10.8	0.8	11.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	211	100.0	22.1	50.0	17.8	10.1	27.9	15.5
Disabled	16	100.0	38.5	53.8	7.7	N/A	7.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	227	100.0	23.1	50.2	17.2	9.5	26.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	227	100.0	23.1	50.2	17.2	9.5	26.7	15.5
Socio-Economic Status								
Subsidized meals	153	100.0	31.3	53.1	12.9	2.7	15.6	15.5
Full-pay meals	74	100.0	6.8	44.6	25.7	23.0	48.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	75	N/A	20.0	48.0	30.7	1.3	32.0
	Grade 4	83	N/A	27.7	44.6	25.3	2.4	27.7
	Grade 5	68	N/A	31.3	40.3	28.4	N/A	28.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	71	100.0	15.5	50.7	32.4	1.4	33.8
	Grade 4	73	100.0	25.7	40.0	34.3	N/A	34.3
	Grade 5	83	100.0	31.6	43.0	25.3	N/A	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	75	N/A	24.0	53.3	14.7	8.0	22.7
	Grade 4	83	N/A	30.1	42.2	16.9	10.8	27.7
	Grade 5	68	N/A	29.9	35.8	17.9	16.4	34.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	71	100.0	22.5	54.9	14.1	8.5	22.5
	Grade 4	73	100.0	19.7	43.7	23.9	12.7	36.6
	Grade 5	83	100.0	26.6	51.9	13.9	7.6	21.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 471)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.7%	Up from 4.1%	2.7%	2.4%
Attendance rate	94.6%	Down from 97.3%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.5%	Up from 13.7%	11.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	2.5%	Up from 0.8%	8.1%	8.0%
Older than usual for grade	3.8%	Up from 2.3%	1.2%	1.1%
Suspended or expelled	0.4%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	41.2%	Up from 37.8%	47.1%	50.0%
Continuing contract teachers	85.3%	Up from 75.7%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Down from 80.3%	86.9%	86.2%
Teacher attendance rate	95.3%	Down from 95.9%	95.2%	95.3%
Average teacher salary	\$37,186	Up 2.0%	\$39,347	\$39,909
Prof. development days/teacher	7.2 days	Up from 5.0 days	11.6 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	18.9 to 1	Up from 18.6 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 92.7%	89.3%	89.7%
Dollars spent per pupil*	\$5,233	Up 3.7%	\$5,651	\$5,892
Percent spent on teacher salaries*	65.0%	Up from 64.6%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As principal of Long Cane Elementary School, I am very excited about the future. We have 509 absolutely precious children, we have parents who care about their children, and we have one of the finest staffs that I've had the privilege of working with in my 20+ years in this business.

Our latest parent survey was conducted in the Spring of 2003. Results of the survey reveal that parents at Long Cane Elementary feel overwhelmingly that their children are safe, stimulated, and taught in an environment that is conducive to learning.

We had great support from our support staff at the district office. The superintendent and board have worked diligently to help us retain our staff during these financially strapped times. If we can get parents to contact their legislators concerning keeping education in this state a top priority, the future at Long Cane Elementary School is bright.

Barry B. Jacks, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.